



Inspection Report

Busy Bees St David`s Park Day Nursery

**St David`s Park
Ewloe
CH5 3XN**



Date Inspection Completed

17/04/2023

About Busy Bees St David's Park Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Busy Bees Nurseries Limited
Registered places	129
Language of the service	English
Previous Care Inspectorate Wales inspection	28 August 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children have a strong voice and successfully influence their play and learning. They feel very happy and secure and co-operate incredibly well with staff and each other. Children show purpose, curiosity and high levels of engagement. They have excellent opportunities to develop their independence.

Staff follow robust policies and procedures which promote children’s health, safety and well-being. Staff manage children’s interactions well and plan a variety of exciting opportunities to support children’s play and learning. Staff are nurturing and respond effectively to children’s individual needs.

The environment is engaging, well decorated and secure. The layout is child-centred and promotes independence. The outdoors is highly valued with each room having direct access to their own well-resourced outdoor area. Toys are clean and organised and the setting’s environment promotes cultural diversity.

The people who run the setting are competent and have a clear vision which they share with others. However, there is no named responsible individual for the setting which needs to be urgently addressed. The people who run the setting have high expectations and they follow effective systems to evaluate the service. Recruitment processes ensure the most appropriate people are recruited for their roles. Parent partnerships are a strength.

Children have a strong voice and successfully influence their play and learning. They choose which resources they want to play with, whether they want to play inside or outdoors and decide which activities they want to take part in. They contribute to which songs are sung and which stories are read, and older children take part in committee meetings where their views are listened to and acted upon. Children express themselves confidently to each other, to staff and to us. They know their feelings and opinions are respected and highly valued.

Children feel very happy and secure. Most children settle immediately on arrival because efficient daily transitions fully recognise and support their individual needs, and this helps children feel safe. The children know the staff well and have developed highly positive relationships with them. Children regularly invite staff into their play, for example, they enthusiastically bake them a cake and sing 'happy birthday'. Older children thoroughly enjoy talking to staff about their home life and interests. Babies smile with delight as they receive warm cuddles. Children have a strong sense of belonging and are very familiar with the setting's routines.

Most children follow the rules of the setting and co-operate very well with staff and each other. Children successfully share resources with increasing independence and, with support, are kind and well mannered. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, when children ask to join games, some show compassion, and welcome their peers into their games. Children interact excitedly with staff during their activities and cope well with disappointments, for example, if having to wait for their turn.

Children show purpose and curiosity and are highly engaged in the activities they take part in. For example, children are captivated as they listen to stories, show high levels of enthusiasm when taking part in adult-led ball games and younger children show fascination when investigating and collecting natural items such as wooden pegs in baskets. There are extended periods of child-led play, which allows children to immerse themselves into their own play.

Children have excellent opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at lunch time older children collect their own cups and cutlery before sitting down and many can cut up their own food. Babies are given every opportunity to feed themselves with enough time and space to work on their self-feeding skills. This results in many being able to feed themselves very well.

Care and Development

Good

Staff follow effective policies and procedures which promote children's health, safety and well-being. Nutritionally balanced food and drink are provided by a chef who is passionate about his role. He regularly talks to the children about the food they are eating, where it comes from and how it is made. Staff offer plenty of outdoor play opportunities which has a positive impact on children's health and well-being. Staff follow good hygiene procedures. For example, they clean tables before and after eating, they encourage regular handwashing and ensure children's noses are mostly wiped in a timely manner, which minimises the spreading of germs. Accident and incident forms are completed accurately and shared with parents. Staff have a competent understanding of safeguarding, including how to respond to child protection concerns.

Staff manage children's interactions well and consistently. They follow an effective behaviour policy. Staff have high expectations of the children which results in them learning how to relate to others and take responsibility for their actions. Praise is used well to recognise and reinforce good behaviour as well as to support children's self-esteem. Staff know when to intervene in children's play and know when to stand back and observe.

Staff are caring, nurturing, speak knowledgeably about the children and respond effectively to children's individual needs. They are kind and respectful and take time to listen. Staff ensure children experience an unhurried and sociable lunch time whilst promoting meaningful conversations. This allows an opportunity for communication skills to be developed. The setting's routines are flexible which enables staff to follow the children's lead, such as allowing babies to nap earlier if they are tired. Staff have up-to-date knowledge of child development and understand how to support and challenge children. There are suitable processes in place to identify and support children with additional learning needs at an early stage, and staff involve support services where appropriate. Staff have been working on increasing Welsh language opportunities at the setting. However, it is inconsistently used by staff and there are missed opportunities for children to hear and respond to the Welsh language.

Staff plan a variety of exciting opportunities to teach children skills. To support this, Busy Bees have developed an early years learning programme which staff use well to create engaging activities such as muddy maths, people who help us and animal yoga. Staff reflect on and adapt their curriculum well and follow the principles of the Curriculum for Wales. They have good systems in place for recording, monitoring and reporting progress, and plan well for children's next steps in learning.

Environment**Good**

The environment is safe and secure and provides ample space for children to play and learn. Appropriate risk assessments are written and reviewed for all areas of the setting and staff complete daily checks to identify and eliminate potential hazards to children's safety. Cleaning routines reflect good hygiene practice and effective infection control. Registers for children and staff caring for them are completed diligently and staff ensure only authorised entry to the setting, keeping a log of any visitors. Fire drills are carried out regularly and logged appropriately.

Staff provide a well decorated environment for the children. The play space is child-centred and welcoming, and the layout and design helps promote independence. Some resources are set out on tables, but others are available for children to take their play in a different direction if they wish. Resources encourage children to explore the world around them. For example, the role play kitchen is well equipped allowing children to carry out different roles such as cooking dinner or putting the baby to bed. Leaders ensure the outside play space is used daily which supports children's well-being and physical development. All rooms have direct access to their own outdoor areas that are well resourced and offer engaging learning opportunities. Loose parts play and natural resources are used well in some rooms, but this is not consistent across the setting.

Toys are organised and stored neatly. Suitably sized furniture is used throughout the nursery, such as chairs, tables, well-resourced reading areas and cosy corners which provide a space for children to feel relaxed. Resources, wall displays and activities undertaken show the setting's positive attitude towards ethnic and cultural diversity. Lists of words containing children's home languages are displayed for staff to refer to and festivals linked to children's individual cultures are celebrated. This makes children and parents feel valued and helps children begin to understand the diverse society we live in.

Leadership and Management

Good

The people who run the setting are competent, hardworking and have a clear vision that focuses on keeping children safe in an engaging environment. They share this vision effectively with staff and parents. However, the setting does not have a named responsible individual. This needs to be addressed urgently as it is a legal requirement. Following the inspection, the person who hopes to become the responsible individual submitted her application to us, but it has not yet been approved. The people who run the setting have high expectations of staff and challenge them to do their best. Staff enjoy their role and work well as a team. Staff feel the management team are mostly approachable but can receive inconsistent responses. The statement of purpose needed a minor amendment which was done following the inspection. The document reflects the setting well and contains the required information to meet regulations.

The setting has robust processes to evaluate its practice, and the people who run the setting show a good awareness of the setting's strengths and areas for improvement. The quality of care review is completed annually taking into account views from staff, parents/carers and children. Regular improvements are made. For example, more resources have been purchased for the early entitlement room, creating a more engaging environment.

The people who run the setting ensure staff are deployed effectively. Appropriate staffing ratios are followed and these meet children's individual needs. Staff files contain all required documents which ensure the most suitable people are employed for their role. All staff have a current Disclosure and Barring Service Certificate and many staff are qualified to Level 3 or higher. Leaders implement a suitable induction procedure for staff. Supervision and appraisals are carried out appropriately. The performance management process encourages staff to attend a wealth of training which can be accessed via the setting's virtual learning academy. However, sometimes, agreed supervision targets are not specific enough or achievable, which results in some targets running for long periods. Children's registration documents are held securely and contain all required information. Records are well maintained regarding children's individual needs including communication with other professionals.

The people who run the setting have built positive partnerships with parents. Parents speak highly about the setting and the level of care their child receives. Leaders keep parents informed about their child's day through photographs on their online platform, informal chats and at parents' evenings. Parents are encouraged to share milestones their child may reach outside of the setting which helps staff track children's development more effectively. Parental engagement is promoted well with regular events organised such as coffee mornings and picnics. Parents are also provided with access to the Busy Bees APP which gives parents beneficial advice and activity ideas to do at home.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 13 (Day Care) - Suitable Person	To ensure the nominated person submits their Responsible Individual application to CIW as a matter of urgency.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To provide more opportunities for children to hear and use the Welsh language.
To ensure all performance management targets are realistic, achievable and drive improvement.
Provide more opportunities for children to use loose parts play and natural items across all age ranges.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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